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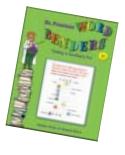
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Using Higher-Order Thinking to Improve Reading Comprehension

Students read for evidence, discover clues, and solve each case to become a 4-star master reading detective!

Goals

Like our popular *Reading Detective* books, our software uses standards-based higher-order thinking activities to develop exceptional reading comprehension skills. The software also has instructional support features that make it possible for students to learn the skills independently—and effectively—for top grades and test scores. (See Features below.)

Methods

Engaging story-based activities include

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- > sequence questions that require students to put events in order
- images, maps, and charts (used in some of the activities) which students must analyze along with the written text

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See pages 31–33 for more information about each level including Contents and the Assessment Tests for which *Reading Detective* software helps students prepare.

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READING DETECTIVE SOFTWARE FEATURES

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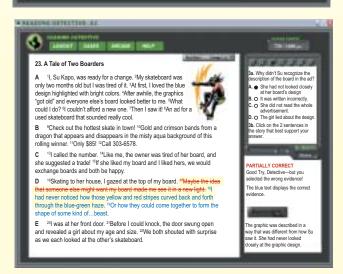
"Reading Detective is just perfect for preparing students for their end-of-grade tests. The questions require them to make inferences about what they read and locate evidence in the passages to support their conclusions."—Diane, Kernersville, NC

"Reading Detective is one excellent reading comprehension program!"—Judith Wheeler, Ph.D., Reading Specialist, Detroit, MI



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FREE catalog downloads! 35. "Tracks" from The Stories Huev Tells A ¹The next night I woke up. ²I looked at the clock that sits on top of the brick on my night table. ³It was 1 A.M. B 4Julian was asleep with his pillow over his head. 5I went down to the He looked at them living room. C 6I found his book on top of the TV, open to a page on African safaris. 7I went down to the basement and got my dad's hammer. If took it and the book outside. The moon was not quite as big as the night before, but there was plenty of light for working. D 10 Every few feet I mashed up small spots of sandy ground with the hammer. 11Then I rounded them out just right. E 12 stood up and compared them to the picture in Julian's book, 13 They looked the way they were supposed to—just like zebra tracks. "Zebras leave hoofprints like horses. "Their tracks are deeper in the ground than raccoon tracks. "That's why I used the hammer. ¹⁷In the morning, Julian was so excited he was yelling. 18Mom and Dad! 19Huey! 20Come look! 21There was a zebra here last night!" ²²We all ran outside. ²³My dad studied Julian's book and the tracks. 24"Hard to believe," my dad said, "but it sure does look that way!

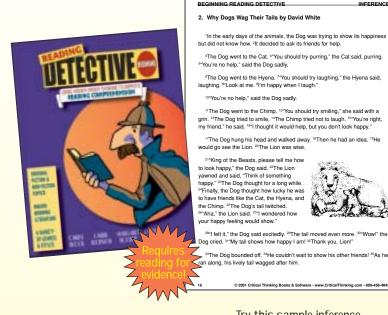




SYSTEM REQUIREMENTS:

WIN: Windows 95+, 800 x 600 res., 64 MB RAM MAC: OS X, 800 x 600 res., 64 MB RAM

Gr. 3-4



the	RECTIONS: Circle the letter next to the lines given. When asked, write the nagraph that is the best evidence.		
1.	Why did the Dog tell the Cat, "You're no help"?	4.	In sentence 22, why did the Lic tell the Dog to think of somethic happy?
	Which sentence is the best evidence?		
2.	Why did the Hyena suggest that the Dog should laugh?		Which sentence is the best evidence?
	A. He wanted to make fun of the Dog. B. Laughing made the Hyena happy. C. Purring made the Dog sound silly.	5.	What does the last paragraph suggest about how the Dog felt when he left the Lion?
	D. He was worried about the Dog. Which sentence is the best evidence?		
3.	What did the Chimp think would happen if the Dog smiled? The Dog would		
	 A. look happy. B. say it was sorry. C. stop looking for friends. D. become the Chimp's friend. 		
	Which sentence is the best evidence?		

Try this sample inference activity with your students!

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Detailed Solution Question 1

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The Cat told the Dog to purr. The Dog probably could not purr.

Best evidence sentence: 4

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READING DETECTIVE BEGINNING

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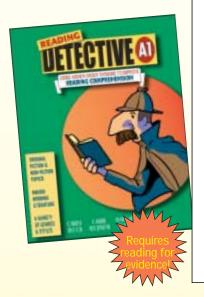
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- · NY English Language Arts Exam

Gr. 5–8 Choose from 2 levels



6. Where the Red Fern Grows by Wilson Rawls (Excerpt)

- A ¹Mr. Kyle and I were told to go to one end of the table. ²Our dogs were placed at the other end. ³Mr. Kyle snapped his fingers and called to his dog.
- B "The big hound started walking toward his master. "What a beautiful sight it was. "He walked like a king. "His body was stilf and straight, his head high in the air, his large muscles quivered and jerked under his glossy coat, but something went wrong. "Ust before he reached the end, he broke his stride, turned, and jumped down from the table.
- C ⁹A low murmur ran through the crowd.
- D ¹⁰It was my turn. "Three times Itried to call to Little Ann. "Words just wouldn't come out. "My throat was too dry, "The vocal cords refused to work, but I could snap my fingers. "SThat was all I needed. "She started toward me." I held my breath. "There was slence all around me.

2/34

- E "As graceful as any queen, with her head high in the air, and her long red tall arched in a perfect rainbow, my little dog walked down the table. "With her warm gray eyes staring straight at me, on she came. "Walking up to me, she laid her head on my shoulder." 2Ns I put my arms around her, the crowd exploded.
- F ²²During the commotion I felt hands slapping me on the back, and heard the word congratulations time after time. ²²The head judge came over and made a speech. ²³Handing me a small silver cup, he said, ²²Congratulations, son. ²⁹It was justly won. ²

DIRECTIONS: Choose or write the best answer to each of the following questions using the evidence presented in the passage. When required, list specific sentence numbers or paragraph felters from the story to support year answer. 1. In sentence 19, the author uses a simile and an entestien from the story to support year answer. Within one of flegrapher suggings it is, which listed of figurapher suggings it is, which listed of figurapher suggings it is. 2. What causes Little Ann. the condition of figurapher suggings it is. 3. The crowd murrarum query. 3. Choose the two sentences that best supports your answer. 5. Congase the ligh bound sperformance to Little Ann's. 4. Chall put my arms around her, the crowd exploded. 6. A light my arms around her, the crowd exploded. 7. In sentence 29. What does the word inside the paragraph D that suggest the boy might be nervous. 8. Lension 8. Lension 9. Lension of the sentence that best supports each example. 7. In sentence 29. What does the word instruction of the sentence that best supports each example. 8. A enclement is supports on the sentence that best supports each example. 9. Lessions on the sentence that best supports each example. 10. Lession on the sentence that best supports each example. 11. In sentence 29. What does the word instruction of the sentence that best supports each example. 12. Lession on the following the sentence that best supports each example. 13. Lession on the sentence that best supports each example. 14. Contest D. discussion

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Detailed Solution Question 1 (figurative language) "As graceful as any queen" is a simile and "tail arched in a perfect rainbow" is a metaphor.

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Methods

A and B levels both begin with brief lessons that teach specific reading and literary analysis skills. Then students progress into mixed-skills activities involving literature, original fiction, and nonfiction stories. Students read and analyze these stories, answering questions and citing sentences that support their answers. Reading and literary analysis skills are based on grade-level standards.

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- · Define vocabulary using context
- Recognize figurative language
- · Identify main idea, supporting details, and theme
- Recognize story elements and literary devices*
 *literary devices appear in B1 only

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READING DETECTIVE B1

10. Face to Face by Marion Dane Bauer (Excerpt)

The ruse to race by Marion Dane Bauer (Excerpt)

A 'In the mirror world, there was his bed, looking like a rumpled nest slept in by some stranger. *His A H tophy and the rabbons, all of them won by his red Guernsey, Rilda. *They looked shinier, more brightly colored on the other side. *Even the reversed tilles of the books on his shelf were mysterious and alluring, as if in that reflected world he might read them all again and find their stories new.

B *But most inviting of all was the place where the mirror image stopped, the unseen room beyond. When he was younger he had believed, quite literally, that there was something hidden there, just beyond the inspection of his eye. 'Something that didn't exist at all in the world he knew.

C It was where he used to imagine

his father had gone and was waiting

to be found.

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LITERATURE READING DETECTIVE B1

LITERATURE

In paragraph A, how did the images in the mirror differ from the real objects?

DIRECTIONS: Choose or write the best answer to each of the following questions using the evidence presented in the passage. When required, list specific sentence numbers or paragraph letters from the story to support your answer.

- Why did Michael think he could reach through the mirror in his room?

"Reading them was like being caught in someone else's nightmare. "And he was too much of a farm boy to be fascinated by List the numbers of the 2 sentences that best support your answer. _____, ____

F ¹⁷But mirrors. ¹⁸Mirrors were something else entirely.

D "When Michael was told in science class that nothing was solid, that the entire world was composed of moving atoms, he had come home and tried to reach through the mirror with his hand.

15 He had thought that if he closed his eyes so that he wasn't aware of the non-solid atoms of his hand coming into contact with those of

the mirror, he could find his way into that other world...like Alice.

E ¹¹He didn't care for the Alice stories, really. ¹²Never had.

rabbit holes. ¹⁵Rabbit holes held rabbits. ¹⁶Nothing more.

- List the numbers of the 2 sent best support your answer. ____
 - List the numbers of the 2 sentences that best support your answer. ____, ___ When Michael was younger, the hidd place where the mirror image stopper had symbolized

 - A. independer B. practical. C. silly. D. unrealistic.

- C. angry. D. thoughtful

Detailed Solution Question 6 (inference)

Michael and his father are (or were) separated, and Michael didn't know where he'd gone.

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